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ABSTRACT

When it appeared that the public library system might become the agents for sponsoring official library recruitment projects, three such projects were started in New York State. The emphasis of these projects was on personal contact recruiting and summer cadet programs which permitted practical experience in library situations. The project, Library Futures which is the subject of this paper, was the largest of the three projects in terms of area population, college and school coverage, budget and total number of cadets each year. The Library Futures' programs discussed include: the cadet program; career information; college, university and school; and conferences and conventions. That the project did stimulate interest in careers in the library profession is indicated by the number of students who are pursuing a library career as a result of their contact with Library Futures. Highlights of particular areas where change should be considered if there is ever to be a similar program at a future date are given. (Author/NH)

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SUMMARY & EVALUATION

1968—1971

LIBRARY
FUTURES

LI 003 654

LIBRARY FUTURES

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DIRECTOR: ELAINE M. LONG

August 17, 1971

Since inception in 1968, Library Futures has been funded through an HEW grant from Title I of the Library Services and Construction Act through the New York State Department of Education, Division of Library Development. With the purpose to selectively locate and attract qualified people to the library profession, it was the second of the three recruitment projects to be established in New York State. Six public library systems, eight counties and over ten million persons in the area are served by the Library Futures project.

Most of our programs were directed at students, placement directors, career and guidance counselors and school administrators. On-campus visits, conferences, news and TV media, dissemination of career literature and the Cadet Program comprised our main activities. Our estimate is that we reached over 6,000 persons through these programs.

A tight money economy and declining job market affected the priority of the project and its continuation through November 30, 1971. Results were a budget reduction and a Board decision to terminate Library Futures on September 3, 1971. Files and records will be retained at the Queens Borough Public Library, 89-11 Merrick Boulevard, Jamaica, New York 11432.

The project has been most worthwhile and meaningful, and our goals were achieved through the cooperation, human resources and interests of many people. Many qualified people are pursuing a library profession as a result.

The following report is submitted as a summary and evaluation of programs and activities covering the duration of the project.

Elaine M. Long

EML/lra

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HISTORY

When the Library Services and Construction Act became a reality in 1964, new opportunities for program development opened up, adding that much more demand on the professional manpower reserve.

It appeared that the public library systems might become the agents for sponsoring official library recruitment projects. A pilot project was established in the Pioneer Library System area, Rochester, N.Y. in 1965. Emphasis was on personal contact recruiting and summer cadet programs which permitted practical experience in library situations. This program was successful.

Subsequently, there was a statewide meeting of parties interested in recruitment for the library profession in New York State. As a result of the stimulation generated, six applications for regional recruiting projects were filed.

As a final outcome, a total of three recruitment projects materialized in this order. Library Careers, Rochester in 1965 (the original pilot project and included the rest of western New York); Library Futures, New York City in January, 1968 (included metropolitan New York; Westchester and Long Island); Library Careers, Syracuse in November, 1968 (covering central and southern New York).

Library Futures is the largest of the three in terms of area population, college and school coverage, budget and total number of Cadets each year.

ORGANIZATION - LIBRARY FUTURES

The Board of Trustees consist of the directors of the six participating public library systems of Brooklyn, Nassau, New York, Queens, Suffolk and Westchester. The purpose and function of the Board is to formulate broad policy guide lines for the operation of the project and to maintain fiscal control, approving expenditures not authorized by the budget.

Project Director is responsible to the Board of Trustees for directing, administering and implementing the programs of the project including procedures for operation; developing publicity, all media; college and school relations (students, counselors and placement directors); recruiting activities (career days, interviews, talks, programs and presentations); administering and authorizing expenditures of fiscal resources; evaluating programs and regular reporting to the Board and Albany's Division of Library Development.

Project Staff has never been more than three full time people with provisions for part time assistance on a need basis. At termination, the staff included the Project Director, Assistant Director and Secretary.

The Advisory Council/Workshop Coordinators are a group of six people appointed without salary by the Director of their respective library systems. The Council acts in an advisory capacity to the Project Director, and as regional extensions of the Project office, and organizes the operation of the Cadet workshop within their own systems.

CADET PROGRAM

LIBRARY FUTURES launched its first Cadet Program in the summer of 1968. There was, at that time, no Project Director. The Advisory Council/Workshop Coordinators (hereafter referred to as the WC) in each system designed its own workshop, produced and distributed publicity, posters, application and reference forms; interviewed applicants and made final selections.

The Cadet Programs in 1969, 1970 and 1971 were centralized from the Library Futures office and included the responsibility for the above activities except for final applicant selection which remained with the WC. The workings, services, programs and personalities of each system's libraries or branches are best known by a staff person of that system.

Specific objective of the Cadet Program is to draw superior candidates from colleges to participate in a workshop program designed to infuse them with the experiences of public library service as a career by providing meaningful participation and exposure in working situations. In 1968, eligible students were those who had completed their sophomore or junior year by June. In 1969, 1970 and 1971, eligible students were those who had completed their junior year. Entering college seniors are closer to making a decision or commitment and potentially are more concerned with a summer experience which is relevant to their career possibilities. Other eligibility points included: New York State residency; uncommitted to any career including librarianship; ability to commute to a branch or library of one of the participating library systems; enrolled full-time with grade point averages acceptable for graduate schools.

History of Workshop Dates

	All systems	Departures	
1968.....	7/8 - 8/30	6/24 - 7/9:	Suffolk
1969.....	6/16 - 8/8		
1970.....	6/15 - 8/7	7/6 - 8/28:	Suffolk; 9/8 - 12/31: Brooklyn Part-Time Workshop
1971.....	6/21 - 8/13		

Selecting Workshop Dates were calculated guesses at best that the dates selected would be 'optimum'. Hence, the Suffolk Library System departures were done with the same thought. We learned, however, it was not satisfactory to have different dates when providing coordinate programs for the 'whole' group of Cadets. A burden is placed on the WC in terms of schedules and program coordination maintained by Library Futures. And there are diminishing benefits in impact, meaningful information and interaction of Cadets exchange of experiences. Also, there were no overriding indications when analyzed that the assigned library derived greater benefit by having a Cadet at a different time period during the summer.

Arriving at 'optimum', these were our main considerations:

1) release date of publicity to outlets to coincide with the time students begin investigating summer employment;
2) semester recess dates and semester endings vary considerably;
3) lead time to permit all eligible students to apply from all colleges in the country and be interviewed by deadline date;
4) lead time for each system to design relevant workshops based on predictable services, personnel and supervisory selection for designated eight-week summer segment;
5) a definite number of weeks (approximately twelve) during which hundreds of interviews have to be conducted, references received AND selection process made cross matched with suitability for specific library assignments (considering geography and student's background and interests).

Workshop Planning develops no uniformity among systems because the participating library systems are structured and function differently from one another. The Project Director, in planning with the WC, develops an operating framework for the workshop program from which the individual workshops emerge to provide an

experierce for the students wherein the range and variety of public library work can be presented according to the talents and diversities of each participating library.

The libraries of Brooklyn, Queens and New York (federated systems) use a similar approach. The workshop planning is done primarily by the respective WC. The Supervisors selected to guide and train the Cadets are chosen and assigned a Cadet by the WC member who might confer with the library system director or another administrative staff person.

The WC at the library systems of Nassau, Suffolk and Westchester (cooperative systems) invite member libraries to apply for sponsorship of a Cadet by submitting a proposal outlining Cadet's participation and learning in diverse programs and services which may include a 'project assignment'. The prime criterion used in accepting a proposal centers on its compatibility with the purpose of the Cadet Program. The 'project assignment' is intended as a concentrated experience in a particular phase of a library service. Cadets feel there is dual satisfaction with this idea: 1) tangible results of their own efforts realized; 2) a specific contribution is made to a library.

Each assigned library or branch is to make every effort to involve the Cadet(s) in a variety of activities and services operating within the particular community library for the broadest exposure in an eight-week period. Supervision of the Cadets is by professional Librarians in all cases.

At each system, the WC conducts the first day Orientation with their group of Cadets. This includes introductions to staff, procedure, routine familiarization with services, philosophies, possibly films and/or location tours.

The Project Director visits each group of Cadets at the systems at least twice during the workshop in addition to a one-day Conference and any other all-day programs planned by the Project office in Manhattan. The all-day meetings are for all Cadets and WC. The Conference is to provide special career emphasis and critique of the workshop.

Written evaluations of the workshop by the Cadets; by the Supervisors; and performance evaluation of the Cadets by the Supervisors are returned to the Project Director. These are the main tools of learning and evaluating success and results of the workshop and aid in planning future workshops.

Cadet Selection is Judgment - the need to project success potentiality of applicant in a library career.

What do we look for in students:	Why: what can be measured:
personable, communicative, outgoing	- a 'people-person' who can 'communicate'
academics	- potential for graduate study but an "A" or "B" student does not automatically mean a successful person or librarian
extra-curricular participation; interests and activities outside of school	- awareness; involvement beyond oneself; personal development; curiosity beyond trained learning
level or background in books, art, public affairs, social issues	- knowledge of educational, informational and recreational materials and 'the now'
past library experience as a user and/or employee	- relating library materials, services and programs to a community or a person
why the particular college, major area of study; and future prospects	- judgment, direction, meaningfulness, commitment, responsibility

Attrition of Cadets Of the four workshops, a total of six Cadets hired did not complete the workshop. Reasons included: went abroad (2); illness (2); disliked assignment; military service.

The 12th vacancy in Brooklyn's experimental part-time fall workshop was not filled as there was no suitable applicant.

Salary of Cadets In 1968, 1969 and 1970 the salary was $90. per week based on 35 hours. In 1971, it was $100. per week.

Articles about the Cadet Programs have appeared in trade publications over the span of four workshops. The first was published in Wilson Library Bulletin, January, 1969, p. 448.

Workshop Assignments The students who participated in the Brooklyn, New York and Queens (federated) library systems ideally were assigned for most of or all of the 8 weeks to larger branches with active circulation, collections and programs. And out-of-branch activities were included in the main library, community coordinating offices, special services and outreach programs.

Each student participating in Nassau, Suffolk and Westchester (cooperative) library systems was assigned to a member library. Although childrens' services predominated especially during a summer period in both the federated and cooperative systems, Cadets received experience in all of the following areas:

Adult, Yound Adult and Childrens' Services
Audio-Visual
Circulation
Reference
Technical Services
Administration.

In the cooperative systems, some of the special projects were:

-developing a film catalog as ideas for program planners
-cassette tape program on voices of living Long Island authors
-a beachmobile: boardwalk mobile book van in a beach resort area
-lunch time film program for a business community
-library service to senior citizens' home and shut-ins
-compiling a survey on community users and non-users of a library
-puppet shows in branches and communities in English and Spanish
-childrens' story hours and summer reading programs in library and out in community
-evaluating a history collection
-minimobile service to a library disadvantaged community
-developing a paperback collection with an urban renewal youth board
-library programs in conjunction with Head Start
-"Paint-in": special childrens' program
-film festivals for youth and children

-developing a Consumer Education Bibliography in cooperation with President's Committee
-indexing African materials in Young Adult Department by tribe, country, etc.

In all systems, the WC arranged special orientations to provide additional input not available on the job or to increase skills to perform assigned tasks.

At New York Public a week of choice was provided for their Cadets. However, in many cases throughout the workshops, changes in work location and/or assignments could be made mid-stream if it looked as though a greater benefit would be realized mutually. There were only a couple of instances where changes were made.

Cadet Conference and Tours In addition to whatever off-premise tours the various WC or Supervisors arranged, over the years Library Futures arranged the following for all Cadets in a group.

tour of Bowker Publishing Company
tour of New York Times Library & Information Services
tour of Lincoln Center Museum Library
tour of Newsweek library (on request)
Media program presented by media specialists

Each year, an all day Cadet Conference was held in Manhattan for the Cadets, WC and guest speakers. It is an opportunity for all students to meet one another, exchange views on the workshop, critique their experiences and hear from a few specialists on particular career aspects not available to them at their assignments. Over the four years, we had different speakers on the following:

School Librarians
College Librarians
Special Librarians
Library Schools
Library's Social Responsibility
The Minority Librarian
Placement
Women's Opportunities

Cadets' evaluations on Cadet Workshops

Each year, the majority of students received the Cadet Program as being informative, instructional and meeting its objectives to provide a meaningful library experience.

Following are some of their comments on the strengths and weaknesses of the workshop:

-"I believe the success of the program was due to its diversification."

-"I think one of the main weaknesses of the program is that some of the librarians are adverse to hearing any criticism of the library system."

-"The staff made it for me."

-"The program was strong in its ability to truthfully and genuinely reveal the tasks, scopes and intellectual rewards of librarianship."

-"There seems to be a lack of communication between the Cadets and the leadership."

-"The strengths are the people involved in the program."

-"Supervisor was not sure of Cadet status or exactly what to do with me."

-"I had variety and the freedom to do meaningful things."

-"I have gotten out of the program all that I had expected to - it was successful in showing me what it is like to be a librarian."

-"I felt like a burden."

-"I was treated as a new but regular member of the staff."

-"The program was called a workshop - rarely was it that for me. I was treated as a fill-in."

-"The strength of the program rests in the Supervisors."

-"I now see the profession as neither arcane nor esoteric."

-"I feel working with people is the most important part of librarianship - I could not do this freely in a subject division atmosphere."

-"The program on the whole was excellent. I was trusted and treated almost as a professional."

-"I felt a feeling of independence and responsibility - the program accomplished its purpose."

-"I was sorry I didn't get more of a chance to do the kind of work I wanted but if I had been more energetic about it I could have made it a better situation."

-"I had the opportunity to put my own talents and interests to use in imaginative ways. My attitude on librarianship was completely changed."

-"The program at the Library Futures and system level is excellent. However, at the library level it fails. I don't think the staff is cognizant of what the program involved."

* * *

The following has been taken from the evaluations completed by the Cadets:

	'71	'70	'69	'68
Before Cadet Workshop: students' consideration of a library career				
-serious: investigated career &/or requirements	5%	23%	13%	22%
-interested: a possibility along with others	51%	37%	47%	42%
-curious: totally undecided	39%	37%	34%	26%
-minor: wanted summer employment	9%	3%	6%	10%
During Cadet Workshop: responses to how Cadets felt (more than one answer checked)				
-like a librarian	23%	42%	43%	47%
-like a useful member of staff	53%	60%	72%	50%
-an outsider on summer tour	23%	19%	23%	22%
-temporary fill-in	20%	14%	28%	30%
-tolerated intruder	12%	5%	15%	17%
Scholarship influencing decision re: library school and library career				
-could be a deciding factor	50%	42%	30%	63%
-would begin library school immediately	10%	23%	30%	21%
-helpful: but would go anyway	29%	27%	23%	13%
-no aid: no library school	16%	8%	17%	3%
Type of library preferred if a librarian				
-public	39%	37%	37%	55%
-college/university	19%	23%	31%	15%
-school: elementary/high school	17%	19%	9%	8%
-special	37%	21%	23%	22%
Previous library "experience" (includes paid and non-paid)				
-some	36%	47%	42%	52%
-none	64%	53%	58%	48%

(Note: In 1971, several Cadets responded to more than one choice in the first 4 categories.)

Concluding the Cadet experience, students were asked to indicate careers they might consider and in order of preference. 61 indicated interest in a library career: 28 as 1st choice; 27 as 2nd choice; 6 as 3rd choice. Three did not answer the question; two are totally undecided about any career; seven replies were not received to include in the tally of this question.

Supervisors' evaluations on Cadet Workshops

The majority of Supervisors are receptive to the Cadet Program in purpose and structure. Reactions by Supervisors are perhaps a function of their relationship with the Cadets. Where the motivation or performance of either the Cadet or Supervisor was marginal as indicated in separate reports by both parties, the workshop tended to be viewed in the same light. Below average ratings were noted in only a few instances each year.

Two questions are cited for insight from the 1970 evaluation:

Q-1. Did your library derive real value from having a Cadet? Explain.

89% Yes; 10% No; 1% Undecided

-if we could not make our Cadet feel that working in a library was a fun and worthwhile job, there must be something wrong with us and we'd better find out why.

-we re-think our profession as a whole and our library system in particular.

-in explaining library principles, our goals became better defined.

-don't know whether the library has gained anything from the program.

-the program is only as good or as poor as the Supervisor to whom the Cadet is assigned.

-our entire staff was stimulated by the experience.

-our library was able to reach people in the community that previously were not accessible to us.

Note: Optimally, two benefits accrue to the library: a) an additional person who ideally can provide more service. It is assumed the person will be performing assignments on a 'near' professional basis; b) insight, i.e., in many cases, a fresh approach is taken or the library realizes some meaningful self assessment.

Q-2. Instead of a summer 8-week full-time experience, should the Cadet workshop be held during a school term part-time, 15-20 hours per week? Consider it from the personal viewpoint of the student and from the library's position. What are the advantages and disadvantages?

50% summer f/t; 35% school term p/t; 15% split decision or both

-summer does not give a true picture of library operations because of fewer programs and fewer patrons.

-intensive experience was more beneficial since the student concentrates totally on his job.

-demands on school requirements can interfere with students' availability and participation during semesters.

-summer staff availability is usually less than other times of the year.

Note: Generally, in favoring one time over the other, most preferred the program in which they participated.

* * *

The following information tells how many of the 1970 Supervisors participated in any of the past workshops:

System	'70 only	'70,'69,'68	'70 & '69	'70 & '68	Total
BPL	7	1	1	2	11
NLS	10	1	2	2	15
*NYPL	4	1	1	0	6
QBPL	6	6	4	2	18
SCLS	9	3	3	0	15
WLS	7	3	1	0	11
	43	15	12	6	76

* Report incomplete from NYPL

Observations on Evaluations

The student reacts to the program based on his/her particular assignment, judgment of supervisory talent at the job level and opinions formed about library services, administration and programs which are experienced, or observed or communicated.

Some assignments are more interesting than others; some supervisors are more effective than others. Some students are hyper-critical; others are constructively critical.

The program is best received where the students' motivation, job environment of forward, creative thinking, flexibility, sincere interest and capable staff are optimum.

Where students were assigned to a subject division in a main library for the majority of the eight weeks, it was unsuccessful. If there are unusual combinations of personalities, situations and motivations on both the part of a student and supervisor, it could be successful. Otherwise, it was found to be too narrow and limiting in exposure, participation and experience.

It is important to note that when Cadet criticisms of assignments and/or structure were thoughtful and made good sense, changes in the succeeding years' programs were made. As examples, the following were integral parts of the '71 Cadet Program:

1. more informal meetings;
2. seminar type meetings to discuss and provide more input of instruction and information, providing more skill in a particular area of library service;
3. WC switching assignments in branches or libraries where possible to avoid a mutual failure;
4. Supervisor and Cadet meetings;
5. more attention given to the Cadet - library matching of interests and talents.

In some instances, a library or branch did not provide the kind of environment necessary for a successful workshop. When this occurs, study the communication links, system support from the top and delegation of equal responsibility and authority. Where there is a breakdown of any of these, the workshop experience shows the results--and often mutually between the Cadet and Supervisor.

LIBRARY FUTURES

PUBLICITY SENT BY LIBRARY FUTURES ON CADET PROGRAM
(includes: (1) Poster
(2) Packets containing fact sheet, application and reference forms

		1971		1970		1969	
		(1)	(2)	(1)	(2)	(1)	(2)
College Placement Offices: 152 in '71; 133 in '70; 65 in '69							
summer programs:	in area.....	90	375	70	360	50	450
	out of area.....	42	240	24	120	15	75
	southern Negro....	65	355	71	355	**	**
BPL Fall '70 program:	in area.....	--	--	15	150	--	--
College Libraries: 89 in '71; 45 in '70; 0 in '69							
summer programs:	in area.....	45	225	45	225	**	**
	out of area.....	42	225	--	--	**	**
BPL Fall '70 program:	in area.....	--	--	15	75	--	--
College Newspapers:	in area.....	44	44	45	45	**	**
Public Library Systems:	BPL	70	700	70	700	65	520
	NLS	80	600	80	600	70	560
	NYPL	90	800	90	800	90	720
	QBPL	70	600	70	550	65	520
	SCLS	60	400	60	400	50	400
	WLS	50	400	50	400	45	360
Local Newspapers:	LF release channeled through Library Systems Public Relations Staff.						
Minority Groups:							
	Neighborhood Manpower Centers	39	39	41	123	**	**
	Urban League Groups	7	40	60	148	**	**
	NAACP Head Office	5	5	5	10	**	**
	ASPIRA	5	5	30	50	**	**
	College Organization Groups	9	9	11	27	**	**
	Misc. Groups & Organizations	11	11	13	23	**	**
Other Groups:							
	State Recruitment Specialists	24	24	18	18	10	10
	Misc. Organizations and Friends of LIBRARY FUTURES	40	40	25	25	24	24

**Publicity notsent to these sources in 1969. Developed later.

DISPOSITION OF INQUIRIES AND APPLICATIONS

'68 eligible applicants were entering their junior and/or senior year by 9/68 (2 levels).
'69 eligible applicants were entering their senior year 9/69 or graduating in 1970 (1 level).
'70 eligible applicants were entering their senior year 9/70 or graduating in 1971 (1 level).
'71 eligible applicants were entering their senior year 9/71 or graduating in 1972 (1 level).

'68 applications received and reviewed directly at individual library systems by Advisory Council/Workshop Coordinators.
'69 through '71 applications received, screened and interviewed where possible by LIBRARY FUTURES before referring to library systems.

"Inquiries" Received:
623 in 1971
324 in 1970
297 in 1969
599 in 1968 (includes letters, applications, phone inquiries--many from non-eligibles; statistics furnished by systems)

		LF	BPL	NLS	NYPL	QBPL	SCLS	WLS
Applications Considered:	'71	449	36	83	49	55	37	31
	'70	251	14	47	48	32	23	33
	'69	190	29	40	23	36	36	26
	'68	--						
Interviews Held:	'71	232	34	80	49	53	31	29
	'70	119	14	47	48	32	23	33
	'69	77	19	32	16	23	19	15
	'68	--						
% of Interviews Held:	'71	52	94	96	100	96	91	94
	'70	51	100	100	100	100	100	100
	'69	41	66	80	70	64	53	58
	'68	--						

LIBRARY FUTURES

ANALYSIS OF CADET APPLICATIONS

	1971		1970		1969	
Inquiries Received	623		324		297	
male		142		68		62
female		481		256		235
Eligible Applications	449		251		190	
male		116		58		38
female		333		193		152
Colleges Represented	151		98		99	
in area		36		30		26
out of area		115		68		73
Students from these Colleges	616		308		240	
in area		318		184		117
out of area		276		112		123
college unknown		22		12		--
Students of Minority Groups (where known)	45		13		4	

Black: 39.5 (6 male; 33.5 female)
Asian: 16 (4 male; 12 female)
Puerto Rican: 5 (3 male; 2 female)
American Indian: 1.5 female

Source of Referral (where known)
Note: Some applicants gave more than one source. Only first source is reported.

Local Newspaper	110	38	86
Local Library	77	73	64
College Placement	125	100	48
College Library	38	32	**
College Newspaper	7	2	**
Friend/Relative	69	26	17
Inquiry to LIBRARY FUTURES	89	46	7
TV and Radio	5	--	--
Library Careers of Syracuse or Rochester	7	--	--
Former Cadet	4	--	--
Other: National Career Conference (2)	6	5	--
ASPIRA (3)			
Career Days at College (6)			

**Publicity not sent to these sources in 1969. Developed later.

BREAKDOWN OF APPLICATIONS

LIBRARY FUTURES statistics:

1971	1970	1969	1968	
89	54	65	not	Not eligible
90	19	32	avail-	Not interviewed--letters &/or application only--did not respond to LF follow-up
23	6	6	able	Withdrew application before interview
31	15	4		Unable to interview by deadline date
53	none	none		Applications received in final week--heavy volume precluded interviews
449	251	190	315	Applications considered

				Not Eligible (reasons)
3	7	not		High school students
61	31			In other than college junior year
8	4	available		Already graduated college
12	10			Not NYS residents
5	2			Committed to library career

342	230	180	210	Eligible Applicants Who Interviewed
183	104			2nd choice or not acceptable candidates
47	32	not		1st choice alternate top candidates
3	7			Committed to library career
11	4	available		Withdrew after interview
20	9			"Offer" refused
6	3			Hired as Cadets on Nassau Library System's own payroll
72	71			Hired as Cadets on LIBRARY FUTURES Cadet Program payroll

CADETS ACCEPTED

'71	'70	'69	'68	Totals
55	57	48	46	Female
23	17	12	14	Male
8	3	3	2	Minority
37	47	38	39	From Area Colleges
41	27	22	21	From Out of Area Colleges
				Source of Referrals
11	7	19	not	Local Newspaper
15	22	21	a	Local Library
23	26	17	v	College Placement
13	8	--	a	College Library
1	1	--	i	College Newspaper
13	7	2	1	Friend/Relative
--	1	1	a	Inquiry to LIBRARY FUTURES
1	--	--	b	TV and Radio
1	--	--	1	Former Cadet
--	1	--	e	Other: Career Conference

System	'71	'70	'69	'68	Totals
BPL	6	7	7	8	Female
	6	4	3	2	Male
	1M&F	0	0	0	Minority
	9	11	8	10	From Area Colleges
	3	0	2	0	From Out of Area Colleges
NLS	12	12	6	7	Female
	6	3	4	3	Male
	0	0	0	0	Minority
	4	8	6	4	From Area Colleges
	14	7	4	6	From Out of Area Colleges
NYPL	12	10	8	8	Female
	0	2	2	2	Male
	3F	3F	1M	0	Minority
	7	10	7	9	From Area Colleges
	5	2	3	1	From Out of Area Colleges
QBPL	6	8	9	6	Female
	6	4	1	4	Male
	1F	0	1F	1F	Minority
	7	9	7	7	From Area Colleges
	5	3	3	3	From Out of Area Colleges
SCLS	9	9	9	7	Female
	3	3	1	3	Male
	0	0	0	1F	Minority
	3	3	4	4	From Area Colleges
	9	9	6	6	From Out of Area Colleges
WLS	10	11	9	10	Female
	2	1	1	0	Male
	2F	0	1F	0	Minority
	7	6	6	5	From Area Colleges
	5	6	4	5	From Out of Area Colleges

LIBRARY FUTURES

COLLEGE MAJORS OF CADETS HIRED

(Double majors are shown in both subjects.)

Major	'71	'70	'69	'68
Anthropology.....	1	1	0	1
Art & Art History.....	2	6	5	3
Business Administration...	1	1	0	1
Classics.....	0	1	2	1
Drama & Speech.....	3	2	0	0
Economics.....	1	2	1	1
Education.....	9	9	3	3
English & Literature.....	27	15	21	25
History.....	13	7	7	10
Liberal Arts.....	2	4	2	0
Modern Foreign Language...	6	3	3	1
Philosophy.....	0	3	1	1
Political Science.....	3	4	3	4
Psychology.....	7	6	5	2
Sciences.....	2	0	2	2
Sociology.....	9	10	5	8
Number of Cadets Hired....	78	74	60	60

LIBRARY FUTURES

SOURCES OF APPLICATIONS/CADETS--AREA COLLEGES & UNIVERSITIES

College/University	Applicants '71	Applicants '70	Applicants '69	Selected Cadets '71	Selected Cadets '70	Selected Cadets '69
Adelphi U.	7	9	6	-	-	3
Barnard C.	14	4	8	2	1	2
Bronx Community C.	1	-	-	-	-	-
Brooklyn C.	27	17	6	2	9	-
City C.	20	15	5	-	2	3
C. of Mt. St. Vincent	3	4	2	-	3	1
C. of New Rochelle	4	5	1	1	4	1
Columbia U.	2	3	1	1	-	-
C. W. Post C.	4	5	4	-	1	1
Dowling C.	1	2	1	-	-	-
Fashion Inst. of Technology	1	-	-	-	-	-
Fordham U.	11	7	4	2	2	1
Good Counsel C.	2	3	-	1	1	-
Herbert H. Lehman C.	15	22	-	1	4	1
Hofstra U.	13	5	-	3	2	-
Hunter C.	18	7	3	1	-	-
Long Island U.	11	4	1	3	2	-
Manhattanville C.	6	4	4	1	1	2
Marymount C.	8	7	2	3	1	1
Mercy C.	3	3	2	1	2	1
Molloy Catholic C.	10	3	3	-	-	-
New School for Social Research	1	-	-	-	-	-
New York Inst. of Technology	3	-	-	-	-	-
New York U.	9	5	14	3	-	3
Pace C.	2	-	-	-	-	-
Pratt Institute	1	1	-	-	-	-
Queens C.	44	22	15	1	3	3
Richmond C.	6	2	1	1	-	-
St. Francis C.	2	2	-	1	2	-
St. John's U.	14	1	3	3	-	1
St. Joseph's C.	8	1	7	1	-	5
SUNY, Stony Brook	37	14	15	5	3	5
Wagner C.	1	4	-	-	1	-
Yeshiva U.	1	-	5	-	-	-
York C.	6	2	-	-	1	-
Manhattan C.	-	-	2	-	1	2
Mills C. of Education	2	1	1	-	1	1
Notre Dame C.	___	___	1	___	___	1
TOTAL OF AREA COLLEGES & UNIVERSITIES	318	184	117	37	47	38
TOTAL OUT OF AREA COLLEGES AND UNIVERSITIES	276	112	123	41	27	22
GRAND TOTAL--	594	296	240	78	74	60

* Negro Colleges

SOURCES OF APPLICATIONS/CADETS--OUT OF AREA COLLEGES & UNIVERSITIES

College/University	City/State	Applicants '71	Applicants '70	Applicants '69	Selected Cadets '71	Selected Cadets '70	Selected Cadets '69
* Agricultural & Technical U.	Greensboro, N.C.		1				
* Alabama State C.	Montgomery, Ala.		1				
* Albany State C.	Albany, Ga.	1	1				
Alfred U.	Alfred, N.Y.	3	2	2			1
Allegheny C.	Meadville, Pa.			1			1
American U.	Washington, D.C.	3					
Amherst C.	Amherst, Mass.	1					
* Atlanta U.	Atlanta, Ga.		1				
Baldwin-Wallace C.	Berea, O.		1	1			
Band C.	Annandale, N.Y.		2				
Bates C.	Lewiston, Me.	1			1		
Beaver C.	Glenside, Pa.		1				
Belmont Abbey C.	Belmont, N.C.			1			
* Bennett C.	Greensboro, N.C.	1					
* Bethune Cookman C.	Daytona Beach, Fla.			1			
Boston C.	Chestnut Hill, Mass.	1			1		
Boston U.	Boston, Mass.	4	1	2	1	1	
Bowdoin C.	Brunswick, Me.	1			1		
Brandeis U.	Waltham, Mass.	1					
Brown U.	Providence, R.I.	2					
Bryn Mawr C.	Philadelphia, Pa.	1					
Case Western Reserve U.	Cleveland, O.		1	1		1	
Cedarcrest C.	Allentown, Pa.			1			
Central C.	McPherson, Kans.			1			
* Central State C.	Wilberforce, O.	1					
* Cheyney State C.	Cheyney, Pa.	2					
Colby C.	Colby, N.H.		1	1		1	
Colgate U.	Hamilton, N.Y.	3			1		
C. of St. Elizabeth	Convent Sta., N.J.			1			
C. of St. Rose	Albany, N.Y.	2			1		
Colorado State U.	Ft. Collins, Col.	1					
Concord C.	River Forest, Ill.	1					
Connecticut C.	New London, Conn.	4			1		
Cornell U.	Ithaca, N.Y.	17	7	4	3	4	1
Dalhousie U.	Nova Scotia, Canada			1			1
Davis & Elkins C.	Elkins, W.Va.			1			
Delaware State C.	Dover, Dela.	1					
Dickinson C.	Carlisle, Pa.	1					
* Dillard U.	New Orleans, La.	1	1				
Douglass C.	New Brunswick, N.J.	1					
Drew U.	Madison, N.J.	1					
Duke U.	Durham, N.C.	1	1		1	1	
Dunbarton C.	Washington, D.C.			1			
* Earlham C.	Richmond, Ind.	1		1			
Eastern Nazarene C.	Quincy, Mass.	1					
Elmira C.	Elmira, N.Y.		1	1			
Emerson C.	Boston, Mass.			1			
Emory U.	Atlanta, Ga.		1				
Fairfield U.	Fairfield, Conn.	1					
Fairleigh Dickinson U.	Madison, N.J.	1	1	1			
Florida Technological U.	Winter Park, Fla.	1					
Franklin C.	Franklin, Ind.		1				
Franklin & Marshall C.	Lancaster. Pa.	1		1	1		1

LIBRARY FUTURES

Out of Area Colleges/Universities

College/University	City/State	Applicants '71	Applicants '70	Applicants '69	Selected Cadets '71	Selected Cadets '70	Selected Cadets '69
Franklin Pierce C.	Rindge, N.H.	1					
George Washington U.	Washington, D.C.	1	2				
Goshen C.	Goshen, Ind.			1			
Goucher C.	Towson, Md.	1	2	1			
Grove City C.	Grove City, Pa.			1			
Hamilton C.	Clinton, N.Y.	1	1				
* Hampton Institute.	Hampton, Va.	1		1			
Hartwick C.	Oneonta, N.Y.	1					
Harvard C.	Cambridge, Mass.		1				
Hiram C.	Hiram, O.	1					
* Howard U.	Washington, D.C.	2	1		1		
Ithaca C.	Ithaca, N.Y.	4		1	2		
* Johnson C. Smith U.	Charlotte, N.C.		1				
Kent State U.	Kent, O.			2			
Keuka C.	Keuka Park, N.Y.	1					
Kenyon C.	Gambier, O.			1			
Kings C.	Briarcliff Manor, N.Y.			1			
Kirkland C.	Clinton, N.Y.		1				
Knox C.	Galesburg, Ill.			1			
Ladycliff C.	Highland Falls, N.Y.	3	3	3		1	
LeMoyne C.	Syracuse, N.Y.	1					
* LeMoyne C.	Memphis, Tenn.			1			
Lenoir-Rhyne C.	Hickory, N.C.			1			
Lesley C.	Cambridge, Mass.	1					
Lincoln Memorial U.	Harrogate, Tenn.	1					
Louisiana State U.	Baton Rouge, La.	1					
Lycoming C.	Williamsport, Pa.			1			
Lynchburg C.	Lynchburg, Va.	1					
MacMurray C.	Jacksonville, Fla.	1					
Madison C.	Harrisburg, Va.	1					
Marietta C.	Marietta, O.	1					
Marymount C.	Los Angeles, Cal.			1			
McGill U.	Montreal, Canada			1			1
Miami U.	Oxford, O.	1		1			
Mills C.	Oakland, Cal.	1					
Monmouth C.	W. Long Branch, N.J.	1	1	1			
Mount Holyoke C.	So. Hadley, Mass.	2	2	2		1	1
Mt. St. Mary C.	Newburgh, N.Y.	2	1			1	
Muhlenburg C.	Allentown, Pa.	1			1		
National C. of Education.	Evanston, Ill.		1				
Nazareth C.	Rochester, N.Y.		1				
Newcomb C.	New Orleans, La.		1				
Northeastern U.	Boston, Mass.	1					
Northern Michigan U.	Marguette, Mich.		1	1			
Notre Dame C.	So. Euclid, O.			1			
Oberlin C.	Oberlin, O.	1		1			
Ohio State U.	Columbus, O.	1		1			
Ohio U.	Athens, O.			1			1
Paterson State C.	Wayne, N.J.	1					
Pembroke C.	Providence, R.I.	1			1		
Quinnipiac C.	Hamden, Conn.	1					
Radcliffe C.	Cambridge, Mass.		1			1	
Regis C.	Weston, Mass.			1			
Rhode Island C.	Providence, R.I.	1					
Ricker C.	Houlton, Me.		1			1	
Rider C.	Trenton, N.J.	3	3	1			
Roanoke C.	Salem, Va.		1				

College/University	City/State	Out of Area Colleges/Universities — Applicants '71	'70	'69	Selected Cadets '71	'70	'69
Rosary Hill C.	Buffalo, N.Y.	1	2				
Rosemont C.	Rosemont, Pa.	1					
Russell Sage C.	Troy, N.Y.	2	3			1	
Rutgers U.	New Brunswick, N.J.	1					
Sarah Lawrence C.	Bronxville, N.Y.	1		1			1
Seton Hall U.	So. Orange, N.J.	2					
Siena C.	Loudonville, N.Y.		1			1	
Skidmore C.	Saratoga Springs, N.Y.	3		1			
Smith C.	Northampton, Mass.	2	1	1		1	
* So. Carolina State C.	Orangeburg, S.C.		1				
So. Conn. State C.	New Haven, Conn.	2			1		
* Spellman C.	Atlanta, Ga.		1				
Springfield C.	Springfield, Mass.	1			1		
Stonehill C.	N. Easton, Mass.	1					
St. Bonaventure U.	St. Bonaventure, N.Y.	1		1	1		
St. Lawrence U.	Canton, N.Y.	1					
St. Michael's C.	Winooski, Vt.	1					
St. Peter's C.	Jersey City, N.J.			1			1
SUC, Brockport	Brockport, N.Y.			4			
SUC, Cortland	Cortland, N.Y.	16	6	4	4	3	1
SUC, Fredonia	Fredonia, N.Y.	4	2				
SUC, Geneseo	Geneseo, N.Y.	2	1	2			
SUC, New Paltz	New Paltz, N.Y.	12	4	3	1	1	1
SUC, Oneonta	Oneonta, N.Y.	10	2	8	3	1	2
SUC, Oswego	Oswego, N.Y.	7	1	3		1	
SUC, Plattsburgh	Plattsburgh, N.Y.	2		2			
SUC, Potsdam	Potsdam, N.Y.	4	1	3			1
SUNY, Albany	Albany, N.Y.	17	3	5	3		1
SUNY, Binghamton	Binghamton, N.Y.	17	10	2	1	1	
SUNY, Buffalo	Buffalo, N.Y.	14	2	6	2	1	3
Syracuse U.	Syracuse, N.Y.	4	1	5	2	1	1
* Talladega C.	Talladega, Ala.		1				
Temple U.	Philadelphia, Pa.	1					
* Texas C.	Tyler, Tex.		1				
Trinity C.	Hartford, Conn.		2	1		1	
Tufts U.	Medford, Mass.	2	1		1		
Union C.	Schenectady, N.Y.	1					
U. of Bridgeport	Bridgeport, Conn.	1					
U. of Chicago	Chicago, Ill.	2		1			
U. of Connecticut	Storrs, Conn.			1			1
U. of Maine	Orono, Me.	1					
U. of Maryland	College Park, Md.	2		1			
U. of Massachusetts	Amherst, Mass.	3	2	2			
U. of Miami	Coral Gables, Fla.	1					
U. of Michigan	Ann Arbor, Mich.	1		2			
U. of Pennsylvania	Philadelphia, Pa.	1	1				
U. of Rochester	Rochester, N.Y.	5	1	5	1		
U. of San Francisco	San Francisco, Cal.			1			
U. of Virginia	Fredericksburg, Va.	1	1		1		
U. of Wisconsin	Madison, Wisc.	1					
Vassar C.	Poughkeepsie, N.Y.	5	3		2		
Virginia State C.	Norfolk, Va.	2					
Waynesburg C.	Waynesburg, Pa.			1			1
Wellesley C.	Wellesley, Mass.	1					
Wells C.	Aurora, N.Y.	1	1	1			
Wheaton C.	Norton, Mass.	1					
Williams C.	Williamstown, Mass.	1					
Wilmington C.	Wilmington, O.		1				
Windham C.	Putney, Vt.		1			1	
Wisconsin State U.	Oshkosh, Wisc.	2					
Yale U.	New Haven, Conn.	2	1	1			

Cadets Current Library Educational/Employment Status

Follows-up were made with all previous Cadets since 1968 at least once each year. The most recent follow-up was done in June, 1971. We did not get replies from everyone. What follows is a status on those who are pursuing a library career based on these returns.

Previous Cadets	'70	'69	'68
Attending library school	17	6	3
Graduated by 8/71	0	5	14
Application pending with library schools	8	1	0
Number making commitment	27 *	12	17
Number with previous library experience	14	4	11
% making commitment now	38%	21%	29%
% from previous information	37%	20%	30%
Scholarships:			
-full tuition	2	2	7
-fellowships/stipends	1	1	3
-miscellaneous financial aid	2	2	3
Employed in:			
-library administration	0	0	1
-childrens' librarian	0	0	1
-general librarian	0	1	3
-librarian trainee	0	2	3
-reference librarian	0	1	2
-school librarian	1 **	1	0
-special librarian	1	1	1
-paraprofessional	2	0	0
Total employed	4	6	11
Cadets with MLS seeking library employment	0	2	6

* Includes 2 paraprofessionals.

** Part-time.

CAREER INFORMATION

A function of Library Futures is to stimulate interest in the library profession. The organization developed its own promotional brochure: A LIBRARIAN IS SOMETHING ELSE first published in November 1968. The brochure has been disseminated to the public through approximately 200 college placement offices, college libraries, selected secondary school counselors; at career conferences and conventions. It is also made available in reasonable bulk quantities upon request.

A specially designed reply card is enclosed with the brochure to facilitate requests from the public for special information. The card is also designed to indicate something of the individual's abilities and interests in order to anticipate additional data he may use.

Additionally other printed promotional and recruitment materials are distributed. A special packet was developed by us for response to inquiries. It includes information on public library careers, school librarianship, special library careers, childrens library service, librarian trainee data, list of ALA accredited library schools, reprint articles from Time and the Library Futures brochure without reply card.

Other information distributed as needed includes data on financial assistance for library education, entrance and degree requirements for library schools, detailed information of special library careers, New York State certification regulations; medical, law and army library career brochures and reprint articles from Time, Newsweek, Pace and The Atlantic Monthly.

The activities and purposes for which the career information was used are noted on the following pages. 28

TV Spot

WNBC-TV collaborates with organizations as their expression of policy broadcasting in the public interest. They accepted a public service spot we developed which was televised to a 75 mile radius viewing audience.

The spot consisted of three 35 mm slides with copy which was read by the announcer. It was designed so it could be separated and used for a 10 second or 20 second spot. In the main, it invited viewers to contact Library Futures for information on careers in the library profession.

We received a paid in full statement covering the period of October 1, 1970 through March 31, 1971. It indicated that 43 announcements were televised with a total dollar value of $18,960. The figures are not available yet for April and May. This was a realization of free advertising.

Between initial viewing on December 8th and May when we requested that the spot be discontinued, we received over 357 inquiries and requests for information.

Sound-Slide Production - "I, A Librarian"

By early spring of '71, we completed a twenty minute 35 mm black/white and color slide synchronized sound production (rated G.P.) as a library career promotional product.

It took several months to develop the idea into production and included the talents of some outside free lance people for a fee. The ingredients included writing a script, photographing, locating and selecting other slides or photographs to produce slides, reading narration, taping, mixing and editing. The show was produced using a compact model # 1650 cinema-sound projector/ recorder but it can be adapted to other sound and viewing equipment.

The show can be viewed in its entirety or in two parts. Part I depicts an overview of new librarians, buildings and working environments; various types of librarian specialities and library services; community programs and the variety of people served. Part II deals with the Cadet Program and the Cadets in action.

The show was developed for several purposes and uses. It was used in the spring college and school visit activities and was received favorably. It was also intended for use in the exhibit booth at conferences and conventions.

Each Board member requested and has received a complete set of the show at his respective library system. Peggy Barber, Director of the Recruitment Office of American Library Association purchased two copies.

CAREER INFORMATION DISTRIBUTED BY LIBRARY FUTURES

1/2

1 = Brochure with Reply Card: "A Librarian Is Something Else"

2 = Packets: containing library school lists; scholarship, specialities, and promotional information

LEGEND / MONTH	Jun '70	Jly '70	Aug '70	Sept '70	Oct '70	Nov '70	Dec '70	Jan '71	Feb '71	Mar '71	Apr '71	May '71	TOTAL	GRAND
A	25 / --	-- / --	15 / --	100 / --	150 / --	225 / --	-- / --	-- / --	100 / --	-- / --	-- / --	320 / 50	935 / 50	985
B	-- / --	-- / --	-- / --	-- / --	-- / 4	-- / 28	460 / 25	-- / 10	-- / 60	25 / 90	50 / 25	-- / --	535 / 242	777
C	50 / --	-- / --	-- / --	-- / --	20 / 10	-- / --	-- / --	-- / 3	-- / 3	-- / --	-- / 1	-- / --	70 / 17	87
D	-- / 24	-- / 3	-- / 5	10 / 30	-- / 9	-- / 11	-- / 18	-- / 28	-- / 45	-- / 43	-- / 24	-- / 56	10 / 296	306
E	40 / --	10 / --	-- / --	-- / --	-- / --	52 / 21	680 / --	-- / 2	-- / --	80 / --	110 / 9	-- / --	972 / 32	1,004
F	-- / --	-- / --	30 / --	20 / 5	165 / 33	150 / 33	5 / 2	-- / 1	25 / 107	-- / 1	-- / --	-- / 5	395 / 187	582
TOTAL	115 / 24	10 / 3	45 / 5	130 / 35	335 / 56	427 / 93	1,145 / 45	-- / 44	125 / 215	105 / 134	160 / 59	320 / 111	2,917 / 824	3,741

*) Total 2.5 mos.: 245 < 29 42 -- 41 357

A...Conferences

B...Colleges visited by Library Futures

C...Participating Libraries of LF and others in area

D...Inquiries to Library Futures (written and phone) and "Cadet" Applicants

E...Colleges, library schools and libraries (out-of-area)

F...Counselors (area and out-of-area)

*...WNBC-TV public service spot: written & phone inquiries--packets sent

CAREER INFORMATION DISTRIBUTED BY LIBRARY FUTURES

1/2

1 = Brochure with Reply Card: "A Librarian Is Something Else"

2 = Packets: containing library school lists; scholarship, specialities, and promotional information

LEGEND / MONTH	Jun '69	Jly '69	Aug '69	Sept '69	Oct '69	Nov '69	Dec '69	Jan '70	Feb '70	Mar '70	Apr '70	May '70	TOTAL	GRAND
A	20 / -	- / 60	100 / -	- / -	- / -	600 / -	50 / 200	- / -	- / -	- / -	15 / 20	- / -	785 / 280	1065
B	- / -	- / -	95 / -	535 / 20	- / -	55 / -	45 / 35	25 / -	30 / 25	- / 75	30 / 40	20 / 30	835 / 225	1060
C	- / -	- / -	- / -	- / -	- / -	- / -	20 / -	- / -	- / -	50 / -	250 / -	- / -	320 / -	320
D	- / 15	- / 10	- / 5	- / 27	- / 38	- / 30	- / 35	- / 27	- / 123	- / 121	- / 124	- / 14	- / 569	569
E	100 / -	- / -	710 / -	25 / 6	225 / 4	20 / 1	- / -	25 / -	- / 1	- / 1	35 / 1	- / 1	1140 / 15	1155
F	- / -	- / -	- / -	12 / -	- / -	- / -	- / -	- / -	5 / -	200 / -	- / -	- / -	217 / -	217
TOTAL	120 / 15	- / 70	905 / 5	572 / 53	225 / 42	675 / 31	115 / 270	50 / 27	35 / 149	250 / 197	330 / 185	20 / 45	3297 / 1089	4486

A...Conferences

B...Colleges visited by Library Futures

C...Participating Libraries of LF and others in area

D...Inquiries to Library Futures (written and phone) and "Cadet" Applicants

E...Colleges, library schools and libraries (out-of-area)

F...Counselors (area and out-of-area)

CAREER INFORMATION DISTRIBUTED BY LIBRARY FUTURES

1/2

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2 = Packets: containing library school lists; scholarship, specialities, and promotional information

LEGEND / MONTH	Nov '68	Dec '68	Jan '69	Feb '69	Mar '69	Apr '69	May '69	TOTAL	GRAND
A	600/--	200/50	--/70	--/--	--/--	--/--	100/--	900/120	1020
B	--/--	--/125	490/--	--/25	--/75	--/60	--/--	490/285	775
C	148/--	210/--	--/--	--/--	--/--	--/--	--/--	358/--	358
D	--/--	--/15	--/39	--/38	--/44	--/30	--/15	--/181	181
E	--/--	103/--	--/--	--/--	--/--	50/--	159/--	312/--	312
F	--/--	--/--	--/--	--/--	--/--	--/--	35/--	35/--	35
TOTAL	748/--	513/190	490/109	--/63	--/119	50/90	294/15	2095/586	2681

A...Conferences

B...Colleges visited by Library Futures

C...Participating Libraries of LF and others in area

D...Inquiries to Library Futures (written and phone) and "Cadet" Applicants

E...Colleges, library schools and libraries (out-of-area)

F...Counselors (area and out-of-area)

COLLEGE, UNIVERSITY AND SCHOOL

Our efforts center around the Placement Director, Guidance Counselor and Students on location. From zero, campus visits were developed. In more than 80% of the colleges, after our initial visit, we were invited to return the following semester before we requested a date. Each year, we increased the number of contacts and visits made to colleges.

Colleges and Universities

A successful campus program is critical for the overall success of the project. A high percentage of students have no definite career goals, or change their objectives at midpoint, or become disillusioned with their current field of study and seek alternatives. From the Placement and Counseling Directors' points of view, the Library Futures program differs from the usual recruitment approach in that we do not offer employment except for the Cadet Workshop which is limited summer employment for college juniors. Thus, the incentives for permitting us to be included on a recruiting calendar are different since no direct job placement can occur in the short run. We had to sell Counselors! We had to drive home that meaningful careers are available and do exist in the library profession. Still faced with the 'image', this is best dispelled on a one to one basis. Recruitment literature has its place but is limited and void of personalization.

Students: Here the key work in student relations is 'surprise', surprise to see that libraries are recruiting on campus and surprise to find out about the 'new world librarian'. An observation is that many students can perceive meaningful careers in libraries as a different or alternative educational medium. Or in choosing librarianship, they would not have to forfeit their undergraduate liberal arts subject interest.

Community Colleges Of the nine area Community Colleges, we visited two campuses. In general, there was low key interest or lack of provisions to accommodate our visit with their students.

Secondary Schools

Information, ideas, impressions or future directions about careers are shaped earlier than in the past. Secondary school relations is a real area of responsibility. A program to promote library careers on the high school level was launched in 1969. Twenty-eight schools were contacted during the summer and fall months. Another sixteen were contacted the following spring. An observation is that an effective secondary school program should be set up in the spring when school fall calendars are planned. We were faced with the same enlightenment task with school administrators. And many secondary schools have not developed or have a very limited campus visit activity. At best, we only scratched the surface. It is important to note, however, the availability of meaningful careers for the terminal high school graduate. To date, few situations are available. It follows, perhaps, so as not to frustrate a student with a carrot some five or more years to having, percentage of man hours spent on library career promotion in secondary schools should be minimal, but should not be eliminated. The secondary program is probably most meaningful if follow up takes place on the college level where renewal of interest and identification can be directed toward entry into the profession.

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School Relations Activities can be categorized as follows:

Interviews: Interviews with interested students who signed up to see a Library Futures representative in response to notices posted by the Placement/Counseling office. Often situated in a popular congregating area, we interview one or more students at the same time.

Career Conference: A Library Futures representative addresses a group of assembled students.

Career Panel:	Participation on a panel with same or similar career field representatives to discuss careers in respective disciplines.
Career Day or (Job Fair):	The college's official Career Day (usually annual) when 15 to 30 representatives from diverse professions, organizations and businesses talk with students about respective careers and job opportunities.
Direct Recruit:	Specific interviews held for Cadet Workshop with eligible applicants from the junior college class.

College Visits '70-'71 (9/70-5/71)

College	Date	Students	Activity
New York Institute of Technology, Old Westbury	10/29/70	4	Career Day
SUNY at Stony Brook	11/16/70	18	Interviews
Molloy College, Rockville Center	11/18/70	10	Career Day
Lehman College, Bronx	12/9/70	25	Career Day
St. Francis College, Brooklyn	1/27/71	10	Interviews
Manhattan College, Riverdale	2/1/71	--	Interviews
College of New Rochelle	2/9/71	24	Interviews
Marymount College, Tarrytown	2/16/71	5	Interviews
Good Counsel College, White Plains	2/17/71	10	Career Day
College of Mount Saint Vincent, Riverdale	2/17/71	14	Interviews
Sarah Lawrence College, Bronxville	2/24/71	7	Interviews
Manhattanville College, Purchase	3/1/71	7	Interviews
Elizabeth Seton College, Yonkers	3/2/71	7	Interviews
Hofstra University, Hempstead	3/9/71	25	Career Panel
Mercy College, Dobbs Ferry	3/10/71	3	Interviews
Long Island University, Brooklyn	3/18/71	23	Direct recruit
Pace College, Pleasantville	3/24/71	1	Direct recruit
Iona College, New Rochelle	3/24/71	1	Direct recruit
York College, Flushing	3/31/71	9	Direct recruit
Brooklyn College	4/1/71	43	Career Conference
Suffolk County Community College	4/1/71	25	Career Day
St. Joseph's College, Brooklyn	4/2/71	1	Direct recruit
SUNY at Stony Brook	3/25/71	17	Direct recruit

In 1971, one college cancelled the Library Futures campus visit due to lack of student interest.

College Visits '69-'70 (9/69-5/70)

College	Date	Students	Activity
Marymount Manhattan College	9/30/69	9	Interviews
Kingsborough Community College, Brooklyn	12/2/69	12	Career Conference
College of New Rochelle	2/3/70	22	Career Conference
Good Counsel College, White Plains	3/4/70	7	Career Day
Molloy College, Rockville Center	3/6/70	10	Interviews
College of Mount Saint Vincent, Riverdale	3/18/70	3	Career Day
York College, Flushing	3/20/70	10	Career Panel
Suffolk County Community College	4/23/70	10	Job Fair
Ladycliffe College, Highland Falls	4/27/70	8	Interviews
New York University, Bronx	4/29/70	17	Career Day

In 1969-70, one college cancelled the Library Futures campus visit due to snow; two colleges cancelled due to student strikes.

College Visits '68-'69 (9/68-5/69)

College	Date	Students	Activity
College of New Rochelle	12/3/68	10	Interviews
Mercy College, Dobbs Ferry	12/9/68	8	Career Conference
Queens College	12/10/68	110	Career Panel
Manhattanville College, Purchase	2/5/69	10	Career Conference
Good Counsel College, White Plains	3/12/69	8	Career Day
Lehman College, Bronx	3/19/69	20	Career Panel
Dowling College, Oakdale	3/27/69	7	Interviews
Marymount Manhattan College	4/15/69	15	Interviews
Hunter College, New York	4/16/69	6	Career Panel
New York University, Bronx	4/29/69	6	Career Day

In 1968-69, one college cancelled the Library Futures campus visit due to snow.

Secondary School Visits

School	Date	Students	Activity
Jr. H. S. 118, Manhattan	11/21/69	300	Address Assembly
Charles Evans Hughes H. S., Manhattan	11/24/69	Counseling Staff	Interviews
John Jay H. S., Brooklyn	12/17/69	80	Address to class
Aquinas H. S., Bronx	1/14/70	25	Address to group
Westlake H. S., Westchester	5/4-5/71	45	Career Day
St. Brendan's H. S., Brooklyn	5/11/71	80	Address to group

CONFERENCES AND CONVENTIONS

If you want to reach the people for whom your product is designed, you have to be where they are or with the source from which they get their information and ideas.

It is believable to say that the library profession has not had a history of advertising itself in terms of career promotion. TV, news coverage and good public relations editorials in the past few years have succeeded in bringing a new awareness. However, in contrast to many other professions, students, many faculty and a surprisingly large number of counselors do not have comprehensible knowledge on what librarians do, have done or can do as far as career involvement.

Besides attending professional library conferences to stay tied in with what is happening and, as it relates to potential recruits, we established participation in selected non-library conferences and conventions. Here, we reached the desirable audience. We increase our effectiveness to directly or indirectly seek out particularly good people with ambition, talents and motivations who could be directed to a library career. At the same time, we had the personal communications with the hundreds of people whose knowledge about the profession is ancient or insufficient.

The following is a summary of the conferences we attended, the purpose and effectiveness.

(ALA) American Library Association's annual convention in 1969 and 1970.

(ALA) American Library Association's mid-winter convention in 1970 and 1971.

(NYLA) New York Library Association's annual convention in 1969.

As participant, met with all state recruiters; OFR; meetings on Library Manpower; SRRT; Minority Recruitment and others.

(LACUNY) Library Association of the City University of New York annual conferences in 1969, 1970 and 1971.

One day conference held at a local college. Topics were: "The Academic Librarian"; "Libraries for the 70's"; "A New College Student: The Challenge to City University Librarians".

St. John's University Library School's annual Recruitment Conference in 1968, 1969 and 1970.

One day conference open to all college juniors, seniors and graduates for a conference on careers in the library.

(NESLA) New England School Library Association's Student Leadership Conference in 1968, 1969 and 1970 - University of New Hampshire.

A week long conference. Project Director attended closing day. Open to high school students who have been recommended as a conference participant by the high school librarian or advisor.

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The following were conferences or conventions at which Library Futures participated as an exhibitor. We had a booth with a portable display which we changed in content and design depending on the audience and location.

(NYLA) New York Library Association's annual convention in 1968 - Manhattan.

To advertise our services to librarians in New York State and provide further library exposure to a representative body of 12 past Cadets who indicated their interest in pursuing library work and could conveniently attend the conference. The Board of Trustees paid for and sponsored a Wine and Cheese reception for approximately 100 people from various library circles.

(NYLA) New York Library Association annual convention in 1970 - Manhattan.

Primarily an opportunity for Cadets from 1968, 1969 and 1970 who are pursuing library careers and at different stages in their training to meet one another, exchange and obtain information and participate in the convention for broader experiences. 21 Cadets of 48 invited voluntarily assisted at the booth with members of the WC and Library Futures staff.

Chamber of Commerce's Career Opportunity Conference, December 26-28, 1968 - Manhattan.

Over 1,200 students attended and 55 organizations exhibited. Conference essentially for college seniors, graduate students and returning veterans to receive first hand information on various careers and job opportunities. Manned by Library

Futures staff and 3 WC members, 40 students were interviewed: 27 female; 13 male. Twenty-one received follow-up interest letters from us in November and the following March. 11 replied and 2 indicated they were going on to library school.

Commerce and Industry's College Career Conference, January 2-3, 1969 - Manhattan.

Over 2,000 students attended and 70 organizations exhibited. Manned by Library Futures staff and 3 WC members, 33 students were interviewed: 28 female; 5 male. 19 received follow-up interest letters and we received 8 replies, some in search of scholarship information.

Commerce and Industry's College Career Conference, December 29-30, 1969 - Manhattan.

Approximately 3,038 students attended and 38 organizations exhibited. Library Futures staff and WC members interviewed 94 students; 67 were followed up. 2 students ultimately applied to the Cadet Program; 1 was hired. Another 2 indicated a preference for pursuing a library career.

(Note: the College Career Conference scheduled for 1970 was cancelled due to companies' cutting their budgets and reducing need for current college graduates.)

(NYSPGA) N.Y. State Personnel and Guidance Association's annual convention, October 25-28, 1970 - Kiamesha Lake, N.Y.

Approximately 2,000 elementary and secondary school educators, counselors, college deans and admissions officers and college personnel specialists attended from N.Y. State. I invited the Project Directors of Syracuse and Rochester to share participation and equal costs which they accepted. Over 200 counselors were reached directly and more than twice that number took the various career information available at the booth. Without question, all Project Directors agreed this conference and its audience was the most effective they had experienced and among the best ways in which to reach a very important audience and have follow-up of local interest.

(NYSPGA) annual convention, November 16-19, 1969.

Approximately 2,500 attended and more than 30 various businesses and organizations exhibited. I invited the Project Directors of Syracuse and Rochester to participate. Only Mary D. Quint of Syracuse could accept. However, B. J. Connors of Rochester sent her career literature and shared costs. Along with receiving a contribution from Gaylord Bros., a note pad was designed denoting the three Librarian Recruitment centers in New York State. This was the only public relations item contained in

the registrants' envelopes. Over 400 of Library Futures' packets were taken and much information was sought by the attendees. Some resulted in eventual visits to the schools to talk with students. The Directors and Assistant Directors of Library Futures and Library Careers of Syracuse manned the booth and agreed in conclusion, a large step had been taken for promoting and advertising careers in the library profession.

(NYCPGA) N.Y. City Personnel and Guidance Association's one day conference, February 19, 1971 - Manhattan.

Approximately 1,000 counselors and personnel workers from elementary through college levels from the greater N.Y. City area attended and approximately 15 businesses and associations exhibited. The Director and Assistant Director of Library Futures manned the booth and about 205 counselors visited us or requested career information.

(NACAC) National Association of College Admissions Counselors' annual convention, September 30 - October 2, 1970 - Boston.

Attended by over 2,500 nationwide college and high school, two- and four-year admissions counselors and 40 exhibitors. Again, participative invitation was extended to the other N.Y. State Recruitment Directors and costs were shared, 1/3 each. Only Mary D. Quint of Syracuse was able to attend and assisted in manning the booth. Approximately 150 people came to our booth and received materials. But our opinion was that these results were not in line with the effort and expense, due in part to poor physical layout of exhibition locations. However, the chief advantage for the Project Director of Library Futures resulted in contacts made with academic and minority leaders.

N.Y. Rotary and N.Y. Society of Association Executives of N.Y. City - annual Vocational Guidance Day Conference, December, 1968 and December, 1969.

A one day conference for approximately 80 guidance counselors of city schools and approximately 25 businesses and professional associations attended. The Project Director of Library Futures, at the invitation of NYLA, spoke on Careers in the Library on a panel along with Education and Fund Raising for 3 sessions each during the day. There was much interest displayed which resulted in future contacts and some school visits.

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In all cases, a large audience was reached, many of whom had never been talked with before by professional librarian recruiters. In many instances, we drew as large an audience if not larger than other exhibitors.

Participation in selected conferences and conventions is one sure way of being in front of or remaining in the minds of the people you should be reaching. No successful recruitment program can afford not to have this included in activities.

SUMMARY AND CRITIQUE

Overall, from indication of the number of students who are pursuing a library career as a result of their contact with Library Futures, whether it be from the Cadet Program, campus or conference; through the receptive relations developed with college personnel; through the vast numbers of people we served in terms of responding to inquiries for library career direction and information; through the promotional and advertising efforts employed, we did achieve our objective in stimulating interest in careers in the library profession.

In retrospect, there are particular areas where change should be considered were there ever to be a similar program at a future date. Only highlights are mentioned here, and a few ideas.

Organization Include a fourth full time Administrative Assistant type person. A very recent college graduate whose largest amount of time would be spent out of the office developing contact with colleges, schools and local library schools; liaison with the Cadets on location during the workshop; and investigating the many avenues of resources to effectively market our service. Under current staffing patterns, time and manpower precluded reaping these advantages.

Cadet Program Divide the allocated money into two Cadet Programs each year. Half of the students would work full-time in the summer; the other half would work part-time during the spring semester. There is better recruiting during late fall and Christmas holidays for part-time opportunities. Recruiting for a fall program during the summer and early fall does not bring student response. Partiality to either the local resident college student or to the out-of-area college students would be eliminated in having two programs.

Also, there is sufficient evaluation to recommend that neither the summer nor a semester period is the most effective time for a Cadet Program: both periods are. Largely due to the nature of a particular library operation, community users and supervisors' philosophy of training, both approaches are workable.

Provision for scholarship award should be built into the budget as a total entry or allocated from the portion of Cadet salary fund. The Project Director, in conjunction with the Advisory Council (WC), would establish criteria, evaluate applications from past Cadets and make awards.

Library Futures' programs held in Manhattan for the entire group of Cadets generally worked well. But, tours and media programs as two examples would be more effective and beneficial for the students if done in smaller groups. Problem here is whether the people or organization providing the tour or service would be willing to do it in groups versus one time. Our experience has not been too favorable on the former. But, is is a point well considered and should be pursued.

Supervisors of the Cadets should be first selected from those who volunteer. While it has to be judged whether a supervisor is capable of the particular kind of training of a Cadet, considering those who volunteer and are interested puts the probable success of the workshop immediately on good footing.

It should be mandatory to have at least one half-day meeting in each system for all of the Supervisors prior to the Program. Painstakingly, the purpose, outline, past history and examples from previous workshops must be communicated. Supervisors deserve maximum support and information to assist them in realizing a successful workshop.

Career Information There should be a significant discount given to recruitment organizations from suppliers of printed library career information. These suppliers respond to individual inquiries with free literature. Recruitment organizations respond to hundreds who might otherwise have gone to the supplier.

More talent from 'idea' type personnel should come together in providing timely contemporary promotional literature for the high school, college and paraprofessional levels.

College and School Activities In the Library Futures geographic area, there needed to be more manpower to cover the number of colleges. This is an essential area of concentration and can never be overdeveloped.

Conferences and Conventions As stated under this section earlier, conference and convention attendance as exhibitor and participant is a prime program for recruitment. When recruitment is viewed from a public relations position, promotion, publicity and advertising are integral parts of distributing services and products.

* * *

In looking at this project as a whole, more realism is needed. Many federal projects are funded for an unrealistically short time considering all that must be done. It takes time to gather staff and materials, to train, to develop programs and activities. This can just about be accomplished in two years. Additional time is then needed to demonstrate the usefulness and clearly justify the need for ongoing support from local and, perhaps, multiple jurisdictions.

It is my opinion that real value lies in recruiting quality, not quantity: selecting rather than accepting - unless libraries are staffed forever or going out of business.

Rather than extinguishing a value in 'hard times', gear down programs and activities to minimum for this period. Continuity eliminates a credibility gap with the same public we serve in whom we have a vested interest.